



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

360 S. Patagonia, Benson, AZ 85602

Benson Unified School District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

High School Achievement Profile ^(a)

2004-05	Highly Performing
2003-04	Performing
2002-03	Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

No Child Left Behind

Adequate Yearly Progress ^(b)

2004-05	Met
2003-04	Met
2002-03	Not Met

School Improvement Status ^(b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

(b) For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Mr. Bryan Bullington
 Schedule : 07:30 AM to 04:00 PM
 Grades : 9-12
 2005 Enrollment : 340
 Web Address : www.bensonsd.k12.az.us
 Phone Number : (520) 586-2213
 Fax Number : (520) 586-2310
 E-mail : bbullington@bensonsd.k12.az.us

Mission

Benson High School, while striving to become a more effective school, will provide a quality education by graduating students who are effective communicators, thinkers, producers, participants, community members and self-motivated learners.

School / Academic Goals

- ü Increase the learning of all students as measured by district, state and national assessments. Implement a comprehensive Staff Development program. Increase parent and community involvement.
- ü Ensure all students master the Arizona Academic Standards. Implementing teaching strategies and methods of delivery that promote student engagement. Document implementation of State Standards. Articulate the scope and sequence of State Standards.
- ü Ensure all limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading and mathematics.
- ü Set high expectations and provide a wide range of academic learning opportunities to students identified as gifted. Identify, evaluate and assess performance levels provide academic support accordingly.

Enrollment

October 1, 2004 School Year Student Enrollment : 344
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 82

Instructional Programs

- ü Honors & Advanced Courses
- ü Integrated Mathematics
- ü Technology / Vocational Integration
- ü School-to-Work
- ü Dual Credit College Courses
- ü On-Line Academic Instruction

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 10 minutes
First Day of School :	8/11/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Benson High School is responsible for providing a positive school climate, vigorous educational leadership, high expectations, an emphasis on essential skills, frequent monitoring of progress and a school/community partnership.

Parents

Parents should maintain high expectations for attendance, good study habits and educational progress, participate in school activities, support reasonable corrective measures taken by the school and foster sound parent/student/school communication.

Transportation Policy

The Benson Unified School District will attempt to provide transportation for all students who live within the district's boundaries and at least 1.1 miles from the school site.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Spirit of Discovery Award	2005
ü Science Competition Award	2005
ü University of Arizona Achievement Scholarship	2005
ü Minority Student Achievement Award	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 ³

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	92	69846	--	96	100	--	721	699	--	9	21	--	7	11	--	64	49	--	20	18
All Students (Prior Year)	102	102	65934	97	97	100	502	502	492	28	28	43	21	21	18	28	28	24	23	23	15
Female	--	47	34328	--	100	99	--	732	702	--	5	19	--	0	12	--	73	51	--	23	18
Male	--	45	35509	--	90	100	--	710	696	--	14	23	--	14	11	--	55	48	--	17	18
African American	NC	NC	3535	NC	NC	100	NC	NC	677	NC	NC	31	NC	NC	15	NC	NC	46	NC	NC	8
Hispanic	26	26	23363	100	100	100	710	710	680	15	15	32	12	12	16	62	62	45	12	12	7
Asian/Pacific Islander	NC	NC	1742	NC	NC	99	NC	NC	733	NC	NC	8	NC	NC	7	NC	NC	46	NC	NC	38
American Indian/Alaskan Native	NC	NC	4785	NC	NC	100	NC	NC	671	NC	NC	39	NC	NC	17	NC	NC	39	NC	NC	5
White	--	59	36421	--	92	99	--	727	714	--	7	12	--	5	8	--	64	54	--	24	26
Students with Disabilities	NC	NC	7690	NC	NC	100	NC	NC	593	NC	NC	64	NC	NC	14	NC	NC	21	NC	NC	2
Students without Disabilities	--	84	62220	--	95	99	--	726	712	--	4	16	--	8	11	--	68	53	--	21	20
Limited English Proficient Students	--	--	5834	--	--	100	--	--	612	--	--	46	--	--	20	--	--	31	--	--	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	18	18	21421	95	95	92	712	712	686	12	12	35	6	6	15	65	65	43	18	18	7
Non-Economically Disadvantaged	--	74	48489	--	96	100	--	723	704	--	9	15	--	7	10	--	64	52	--	20	23

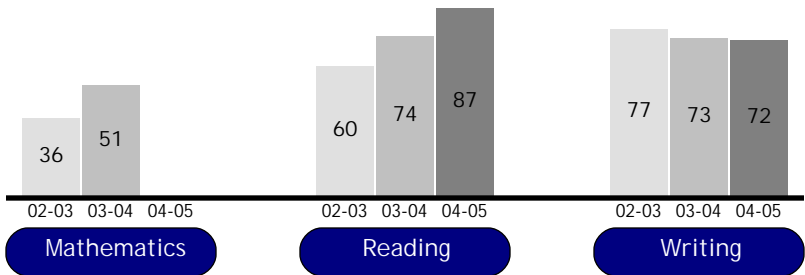
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	96	102	71311	100	100	100	714	713	694	4	4	7	8	9	21	74	74	63	13	13	9
All Students (Prior Year)	105	105	68162	98	98	100	522	522	509	4	4	18	22	22	24	65	65	51	9	9	8
Female	47	49	34899	100	100	100	724	723	700	4	4	5	2	2	19	76	76	66	18	17	10
Male	49	53	36430	98	100	100	704	703	688	5	4	9	14	15	22	73	72	61	9	9	8
African American	NC	NC	3573	NC	NC	100	NC	NC	676	NC	NC	9	NC	NC	26	NC	NC	60	NC	NC	4
Hispanic	28	28	24056	100	100	100	697	697	672	12	12	13	12	12	31	69	69	53	8	8	3
Asian/Pacific Islander	NC	NC	1731	NC	NC	98	NC	NC	717	NC	NC	3	NC	NC	13	NC	NC	68	NC	NC	16
American Indian/Alaskan Native	NC	NC	5110	NC	NC	100	NC	NC	661	NC	NC	14	NC	NC	38	NC	NC	46	NC	NC	2
White	61	67	36841	97	100	99	722	720	713	2	2	3	7	8	12	74	74	72	17	16	13
Students with Disabilities	NC	NC	8021	NC	NC	100	NC	NC	590	NC	NC	27	NC	NC	42	NC	NC	29	NC	NC	1
Students without Disabilities	87	93	63379	100	100	100	719	718	707	2	2	5	6	7	18	77	76	68	15	14	10
Limited English Proficient Students	--	--	6402	--	--	100	--	--	596	--	--	25	--	--	44	--	--	30	--	--	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	19	19	22243	100	100	93	690	690	677	6	6	14	17	17	32	78	78	51	0	0	3
Non-Economically Disadvantaged	77	83	49157	100	100	100	720	719	702	4	4	4	6	7	16	73	73	69	17	16	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	93	99	70868	98	100	100	705	704	688	1	1	5	27	27	23	63	63	63	9	9	9
All Students (Prior Year)	104	104	67629	97	97	100	530	530	524	12	12	22	16	16	16	71	71	59	2	2	3
Female	46	48	34710	100	100	99	718	716	697	0	0	3	16	18	19	68	67	66	16	16	12
Male	47	51	36176	94	100	100	690	692	678	2	2	7	38	36	27	57	59	59	2	2	7
African American	NC	NC	3557	NC	NC	99	NC	NC	675	NC	NC	7	NC	NC	25	NC	NC	62	NC	NC	6
Hispanic	28	28	23868	100	100	100	698	698	670	4	4	9	31	31	33	54	54	55	12	12	4
Asian/Pacific Islander	NC	NC	1732	NC	NC	98	NC	NC	713	NC	NC	2	NC	NC	12	NC	NC	64	NC	NC	22
American Indian/Alaskan Native	NC	NC	5001	NC	NC	100	NC	NC	661	NC	NC	9	NC	NC	41	NC	NC	48	NC	NC	2
White	58	64	36710	92	100	99	709	708	702	0	0	2	24	24	15	67	67	69	9	9	13
Students with Disabilities	NC	NC	7900	NC	NC	100	NC	NC	580	NC	NC	22	NC	NC	49	NC	NC	28	NC	NC	1
Students without Disabilities	85	91	63054	98	100	99	709	708	701	0	0	3	23	23	20	68	67	67	10	10	10
Limited English Proficient Students	--	--	6308	--	--	100	--	--	591	--	--	19	--	--	47	--	--	33	--	--	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	18	18	21994	95	95	92	684	684	673	0	0	10	47	47	36	47	47	52	6	6	3
Non-Economically Disadvantaged	75	81	48960	99	100	100	710	709	694	1	1	3	22	22	18	67	67	67	10	10	12

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Not Evaluated
	Met Graduation Rate?	Y
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	99	46	46	41	89	41	NA	42	94	52	53	51
	Language	100	40	40	42	91	42	42	42	94	50	50	50
	Mathematics	100	66	66	60	91	63	63	63	94	52	52	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 4 Teacher(s)
- 4 Parent(s)
- 1 Community Member(s)
- 4 Student(s)

Council Duties

- Ü Student Achievement
- Ü School Improvement
- Ü Strategic Planning
- Ü School / Community Communication
- Ü Setting School Vision
- Ü Parent/Teacher Relations

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	22.15
Other Professional Staff	3.85	Teacher Aide	3.50

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	4	0	0
4 to 6 years	0	4	0	0
7 to 9 years	1	1	0	0
10 or more years	6	8	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	79
Teachers with Emergency Certificaton.	6
Percent of teachers in the school with Emergency/Provisional Certification	23%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Windows Business Computer Labs
- Ü Media Center
- Ü Performing Arts Building
- Ü Vocational Ag./Construction Facility

Extracurricular Activities

- Ü Interscholastic Athletics
- Ü Academic Team
- Ü Student Council
- Ü Student Council
- Ü Drama (Thespian Society)
- Ü Spanish Club
- Ü FFA/FBLA/FCCLA
- Ü National Honor Society

Social Services

- Ü Student Mentor / Mentee Program
- Ü JPO - Juvenile Probation Officer
- Ü Health Services
- Ü SRO - School Resource Officer
- Ü Adult Education Programs
- Ü Crisis / Social Counseling Services
- Ü Prenatal/Parenting Assistance

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Improved school climate and a renewed focus on performance and accountability through student leadership, parent involvement and staff commitment. Composite AIMS Scores from the Class of 2006 were the highest of all 2A Conference schools in Arizona.
- ü A Personal Academic Work Session has been incorporated into the academic day to assist with tutoring, group study sessions, career counseling, advisor/advisee programs, college recruiters, and eliminate interruptions during content directed courses.
- ü Adoption of a 'Student Accountability' system to effectively hold students accountable for their academic, social and behavioral actions. A 'Code of Conduct' Point System that effectively rewards appropriate behaviors and actions.
- ü Incorporation of an effective intervention and remediation program to assist students with academic challenges in the areas of math, reading and writing.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Transfers Out Rates ⁵	7	12	12	17
Transfers In Rate ⁶	12	28	28	37
Stability Rate ⁷	92	87	87	82
Promotion Rate ⁸	81	96	95	81
Retention Rate ⁹	8	1	1	3
Dropout Rate ¹⁰	3	0	1	6
Status Unknown ¹¹	1	0	1	4
Graduation Rate ¹²	79	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

The revision and implementation of school policies and procedures, in addition to facility upgrades that will focus on safety, health, and campus security have made a significant change to the atmosphere and focus of Benson High School. A student accountability 'point system' that allows students to set goals and appropriately monitor their own success.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

7

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Bryan Bullington	(520) 586-2213
Transportation Policy	Janet Morlock-Ward	(520) 586-2702
Community Resources	Mindy Sherman	(520) 586-2213
School Nutrition Programs	Suzannah Olson	(520) 586-2213
Parent Organization	Anita Choate	(520) 586-2213
Student Health/Nurse	Kelly Johnson	(520) 586-2213

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 12 Pages X .0318 Per page X 0 Copies = \$0.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.